

DOCUMENT RESUME

ED 197 359

CS 206 062

TITLE Haviland Junior High School Writing Curriculum.
 INSTITUTION Hyde Park Central School District, N.Y.
 PUB DATE 80
 NOTE 97p.
 EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS Curriculum Guides; Elementary Secondary Education;
 *Individualized Instruction; *Interdisciplinary
 Approach: Junior High Schools; *Language Arts;
 Teaching Guides: Writing (Composition); *Writing
 Instruction
 IDENTIFIERS *Writing across the Curriculum

ABSTRACT

Providing a framework for the teaching of writing at the junior high school level, this manual contains instructional strategies for use by content area as well as language arts teachers. The manual is designed to correlate the principles of the Individualized Language Arts Projects (ILA) written by Edwin Ezor with specific instructional objectives in the content areas. The first section of the manual presents a brief discussion of writing and ILA: teaching techniques to start a writing assignment, including sentence synthesizing, paragraph framing, and paragraph expansion exercises; the questions, answers, and details (QAD) outlining technique, which is intended for students who have difficulty in planning and organizing multiparagraph compositions; techniques to help students improve their writing; and evaluation techniques. The second section provides information on how to develop a QAD outline, specific curriculum objectives by content area, methods by which the English teacher can integrate traditional grammar lessons into the writing program using ILA techniques, and samples of student work demonstrating the use of ILA. (FL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

HYDE PARK CENTRAL SCHOOL DISTRICT

WRITING CURRICULUM

HAVILAND JUNIOR HIGH SCHOOL

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Frank Gray

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

SUMMER 1980

ED197359

CS286062

HYDE PARK CENTRAL SCHOOL DISTRICT

OLD POST ROAD
STAATSBURG, N. Y. 12580

DR. FRANK GRAY
Assistant Superintendent for Instruction

Tel. 914-889-4003

Dear Colleague:

This writing manual will provide you with instructional techniques and methods that can be used in your classroom. The teaching of writing should not be viewed as a separate or additional subject. Rather, writing should be viewed as an integral part of the language arts and content areas.

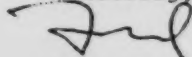
The activities of writing should be linked with the skills of reading, speaking and listening which the student already possesses. A student should be led to consider that the printed or written word are merely other means of expression. In order for a student to develop full understanding, he should be able to incorporate the processes of the language arts.

Each of the content teachers also must realize that their subject contains writing skills that are specific to their area. In social studies, a student must be able to write persuasive discourse or develop a research report, while in science, a student precisely records his observations. The English teacher may be held accountable for teaching the structure and style of written communication; however, content area teachers have the responsibility of instructing those writing skills that are necessary for mastering and understanding of the subject matter.

This manual will be helpful and practical to teachers because it has been written and developed by teachers. A great deal of the material contained in this guide is based on the work of the Individualized Language Arts Projects written by Edwin Ezor. Support for the writing of this manual was through the New York State Resource Allocation Program.

The Hyde Park School District continues to work toward its goal of having students achieve to the level of their ability in the basic skills. This curriculum project is part of a district-wide plan to provide the staff with the necessary materials and training to insure the most effective instructional program for our students.

Sincerely,



Frank Gray

FG/mvc

This manual is intended to provide teachers at Haviland with a planning framework which they can use as they work to meet the challenges of the Regents mandates which call for remedial instruction for students who are deficient in writing skills. The manual will also help teachers to fulfill their responsibilities under the minimum writing plan by which Haviland is attempting to reach the objectives for writing instruction which have been established by Regents regulations. Please refer to the Faculty Handbook for details regarding this plan.

The manual is meant to be used in conjunction with the ILA manual, the district-wide curriculum guides, adopted textbooks and minimum competency statements which will become available shortly. Teachers should feel free to augment or modify suggestions within the manual to suit their own instructional purposes. In fact, the creative use of the manual will hopefully lead to its improvement as it is revised from time to time.

This manual has been developed in an effort to correlate the principles of ILA with specific instructional objectives in the content areas. The ILA strategies should be used to facilitate and enhance content area instruction. Content area lessons should be planned as usual. Then, writing techniques can be integrated into the existing plan. A brief explanation is included at the beginning of each section.

The second section provides reference information for particular needs. It includes:

- 1) Specific QAD outlines illustrated in detail.
- 2) Specific curriculum objectives by content area with recommendations as to the most appropriate ILA techniques.
- 3) Methods by which the English teacher can integrate traditional "grammar lessons" into the writing program via the ILA techniques.
- 4) Samples of students' work that demonstrate use of ILA.

Table of Contents

Foreword	1
Preface	11
Introduction	111
Part I	
A. Writing and ILA	1
B. Starting Techniques	5
C. Outlining Techniques	11
D. Improving Techniques	15
E. Evaluating Writing	20
Part II	
A. Setting Up Q.A.D.'s	23
B. Applying ILA to the Curriculum	34
C. Using ILA in the English Class	58
D. Developing Checklists	71
E. Sample Writing Activities	73

"Writing and ILA"

There are two key ingredients in a complete writing program: having students experience a wide variety of meaningful writing experiences and having the teachers provide specific instruction in writing techniques. ILA is not a "complete" writing program. The ILA manual was designed to familiarize teachers with the basic principles and techniques necessary for the development of a writing program which would be applicable to any curriculum area.

The writing experiences and activities must still be developed by the teachers based on their curriculum objectives. (ILA provides only a few suggested activities.) A year's lesson plans should be designed to meet the basic curriculum objectives, and they should also ensure that all students will have completed a multitude of writing activities done in a variety of forms and written for a variety of purposes. These activities may be short and frequent. At first, one word answers, phrases, simple sentences, and short paragraphs are acceptable. Eventually, they should be longer - essays, letters, summaries, stories, journals, poems, reports, etc.

Ideally, writing should be taught on an individualized basis which would involve diagnosis and prescription based on each student's needs. Naturally, this would take a great deal of time. The ILA approach to writing provides the teacher with some practical and effective ways of individualizing writing instruction within a realistic framework.

ILA is based on certain basic principles which revolve around two main ideas. First, it is believed that the more meaningful writing experiences the students have, the more improved their writing skills will become. Students should have as many short and varied writing experiences as possible in a variety of writing forms. Simply stated, students learn to write by writing!

The second major theme of ILA emphasizes the fact that writing is a form of communication. Writing lessons and/or writing activities should take place within the context of what is called the "Communication Spiral". This spiral involves the following basic steps:

A. Experience

The subject matter of writing has its richest source in the students' personal, social, and academic interests and experiences. Writing should be based on an experience that the students have recently had or on one to which they can relate. Initially, writing tasks should be short and frequent.

B. Discussion

It is an important factor that the experience to be used as a focal point in the writing activity be discussed. This discussion affords the students the opportunity to share personal thoughts and feelings, thereby serving to stimulate the students' thinking in connection with the assignment.

C. Planning the composition

When a writing assignment is presented to the students, the requirements of the task should be made perfectly clear. For example, in assigning the students the writing of a particular type of paragraph on a specific topic, it may also be necessary to specify that the paragraph contain between 3 and 7 sentences.

. Specific techniques to be employed by the students may be introduced during this stage by demonstrating examples of the technique's use or by trying the technique with the whole group first. (The main techniques are described later in the manual.)

The teacher should make sure that each student clearly understands the purpose of any writing assignment. Knowing the purpose enables the student to use the appropriate type of writing whether it be

narrative, expository, descriptive, or some combination of these. Each student should also be aware of the topic or range of possible topics. In addition, the audience to whom the writing is being directed should be determined during the planning stage. The audience might be peer group, teacher, parents, principal, other classes, the general public, etc.

At some point before the actual writing begins, the students should be encouraged to review the items on their "Checklists". There are two types of Checklists. One is a cumulative list of writing techniques that have been previously introduced. The other is a general list of spelling, usage, and mechanics rules to follow. These checklists serve as guidelines for the students to follow during the writing and rewriting stages. They should be readily accessible during any writing activities.

D. Outlining and writing

After the initial stages the student is now ready to develop a plan for writing. For single paragraph tasks three of the "Starter Techniques" are most appropriate. If the student is planning a multi-paragraph composition specific outlining techniques called Q.A.D.'s can be used. These will be described in detail.

E. Rewriting, improving, and proofreading

Ample time should be provided for the students to plan, write, and rewrite. They should be encouraged to do at least one rough copy or draft which they will improve upon. In some cases, a student may be working on a piece of writing begun weeks before! Improving techniques should be employed on the first draft.

Upon completion of the first draft, students should continue the improvement stage by carefully proofreading and editing their work. Improvement of one's own work should be emphasized. Improvement can

be enhanced by the use of two methods: the use of checklists containing specific improver techniques and proofreading guidelines and by oral reading. By reading their work aloud to themselves and to others exactly the way they wrote it, students will often come across obvious mistakes in their writing.

F. Discussion

The follow-up discussion that accompanies oral reading can be used to promote interest in, and motivation for, the next writing activity. This type of interaction is valuable in numerous ways, and it leaves the student with the feeling that their writing has been seriously regarded as a meaningful attempt at communicating their ideas, feelings, and knowledge.

While the "Communication Spiral" forms a key aspect of the ILA approach, there are some other recommended procedures to follow:

- 1) Keeping a folder containing samples of each student's writing from year to year.
- 2) Having the teachers place the major emphasis on improvement rather than on correction and grading.
- 3) Teaching grammar, usage, and mechanics within the context of the students' own writing.
- 4) Integrating reading and writing instruction whenever possible.
- 5) Varying the approach to writing activities. Completely "free" writing can be a very valuable way to stimulate those students who feel constrained by any kind of preliminary structuring of writing experiences.

"Starting Techniques"

Many times it is difficult to get a writing assignment started and directed. The 3 "starter" techniques described in this section are designed as springboards for a variety of writing activities. Along with being useful for kicking off writing assignments, they can be used in a variety of other ways which will also be explained in this section. In Part II B, "Applying ILA to the Curriculum", some specific ways of applying ILA techniques to curriculum objectives are provided.

Sentence Synthesis

Sentence Synthesis is the technique whereby the teacher supplies a group of words or phrases to the students who use them to compose meaningful sentences, paragraphs or compositions.

Procedure:

Begin with a short series of words which have been taken from any lesson or group experience. The students should have a working knowledge of the words being used.

Ask the students to try to build a "story" (one or more related sentences) using all these words. Tell the students they may add whatever word endings they feel are necessary. Remind them to stick to the content purpose.

Ask the students to try to build a variety of different sentences out of the same original words. Try to have them construct questions, exclamations and commands as well as simple statements.

Gradually try to increase the number of words in the original series.

Example:

After television viewing of "Roots".

Vocabulary: Plantation Slave Overseer Crisis Enslave

Directions:

Write a paragraph of 3-7 sentences that contains these 5 words and expresses a thought or feeling you had while watching "Roots"

This technique is useful for:

- 1) vocabulary testing
- 2) sentence building
- 3) teaching variety in sentence structure and patterns
- 4) practice in spelling of vocabulary
- 5) improving creative thought patterns
- 6) sequencing in paragraphs
- 7) letter composition (would like to go, with your permission, city museum, etc.)

The Framed Paragraph

The students complete a paragraph frame by the addition of selected vocabulary. Within this frame, the student completes a coherent, personalized paragraph which can serve as a model. This framed paragraph acts as a bridge between the kind or level of writing which the student is presently exhibiting and a more sophisticated type of writing. Therefore, it is important to write the frame on an ideal student level not an adult or text level.

Procedure:

Prepare a framed paragraph. Create a short topic sentence that can be developed easily. The additional sentences should exhibit a variety in length and structure with the key vocabulary words left

open as empty spaces or ellipses. (.....) See below.

Write the framed paragraph on the board or chart. Make sure all punctuation marks are clear.

When first working with this technique it is helpful to use cue words beneath the empty spaces to guide the students' responses.

Include in the framed paragraph the kind of sentence structures that the students need to adopt.

Have the student fill in the empty spaces, one sentence at a time with individual words, phrases or clauses - whatever the students feel will fit into the empty spaces naturally and produce a meaningful sequence of sentences starting with the first sentence.

Make sure the students write down the entire sentence starting with the first sentence and working in sequence rather than just filling in the blanks. The student should reread all of the preceding sentences before they begin work on each new sentence. The actual writing of the entire paragraph should not be omitted.

Ask the students to read these filled-in paragraphs to themselves, from the beginning to end to make sure that the writing is coherent. Then have various paragraphs read aloud.

Example:

The most serious problem affecting Dutchess County today is.....
It affects by Sometimes it may even
It makes feel If I were I would
make sure instead of Then

This technique is useful for:

- 1) bridging between lower level writing to more complicated sophisticated writing.
- 2) testing of reading comprehension and content retention
- 3) creative writing
- 4) book report forms
- 5) expository type reporting
- 6) short form content area testing

Expansion by Paragraphing

The student writes a complete paragraph and/or series of related paragraphs from an initial starter or topic sentence.

Procedure:

Select a short general statement, either an important informational sentence from a content area or an interesting story starter.

Write it on the board and have it read aloud.

Now explain to the class that you wish to expand this sentence into several sentences. Have the students answer in concise short-phrase form the questions:

Who (or what) are we writing about?
What do they do (or What Happens to them)?
What kind of (or which)?
When?
Where?
How?
How much (or many)?
Why?

In the lower grades or with slower students the teacher should stress answering only a few of the questions emphasizing Who? What happens? and What Kind of? With more mature writers encourage responses to a wider range of questions.

Have the students list the answers before incorporating them into a paragraph. Encourage them to list as many items as they can think of for each question.

When the class is able to handle at least two or three of the expansion questions and to supply at least one, two or three answers for each question, encourage them to form the answers into separate sentences.

Be sure to explain to the students that they need not use all of the answers in those new sentences. They should choose the answers which will communicate their ideas and feelings best to their readers.

The students should rewrite the sentences in paragraph form.

Example:

Expansion by Paragraphing

TOPIC SENTENCE	(Who, What, What Happens, When, Where, Why, How, How Many, What Kind of, Which, Whose)
George Washington was a great leader.	George Washington; first president; commanded Army; made peace; during American Revolution; in peacetime; was admired;
	George Washington was a great leader. When the American Revolution was starting, Washington took command of the Continental Army. Later, after Yorktown, he made peace with England. Washington, a leader in peacetime also was asked to serve as our first President because the whole nation respected and admired him.

Uses:

The "Expansion by Paragraphing" technique should be taught to all students, but it will primarily be used by those students who find it difficult to generate the ideas and details for their paragraphs.

"Outling Techniques"

The use of "QAD" outlining technique is useful in helping those students who have difficulty in planning and organizing multi-paragraph compositions. This method of outlining focuses on the importance of matching one's purpose in writing with a logical plan for accomplishing that purpose. It replaces the traditional "Harvard Outline" using letters and numbers designating topics and subtopics.

In using a QAD outline, students develop multi-paragraph compositions based on the answers to sequentially organized questions. Each QAD outline consists of 3 columns: questions, answers, and details arranged in the following manner:

QUESTIONS	ANSWERS	DETAILS
This column contains specific questions that are geared for helping the student establish a logical approach to the completion of the writing task.	The answers column contains phrases which answer the questions as directly as possible. These answers form the "main ideas" of the composition.	The details column contains information relevant to the answers. They are gotten by answering some questions from the expansion by paragraphing technique...Who? What? etc.

Each question with corresponding answer and details can be developed into a complete paragraph. They can also be used in the development of topic sentences where necessary. The questions used in a QAD should lead to the development of a logically organized piece of writing usually containing an introduction, a body, and a conclusion.

For writing reports or chronological narratives, a QAD such as this might be used:

QUESTIONS	ANSWERS	DETAILS
What Happened First?		
What Happened Next?		
What Happened Last?		

For writing a persuasive essay, a QAD might look like this:

QUESTIONS	ANSWERS	DETAILS
What is my opinion? Argument? Statement? Position?		
What are my reasons?		
What is my conclusion?		

The basic procedure for developing a QAD outline is as follows:

1. Have the students supply the answers to the questions which they have generated on their own, have chosen from a given set of questions, or have been provided with by the teacher. This provides the students with an overall plan.
2. After the students have filled in the questions and answers columns, have them fill in the details for their first paragraph. If they have trouble generating details, have them use the questions from the Expansion by Paragraphing technique: Who? What? Etc.
3. Now the students are ready to write the rough copy of the first paragraph. They should leave plenty of room for changes. They should also read their work aloud!
4. Next, the students should go back and improve the rough copy of the first paragraph using any of the "improvement techniques" already learned.
5. After the students have completed these steps for each paragraph, they are ready to rewrite. Again, they should read everything out loud exactly the way it is written to see if it sounds and looks the way it was meant to.
6. Finally, have the students proofread their work carefully looking for mistakes in spelling, capitalization, punctuation, and usage. Remind them that their handwriting should be neat and that their work should be well organized.

There are several ways to teach students how to use the QAD technique. One method would be to provide the students with the questions part of the outline and let them fill in the answers and details columns. The students should have plenty of practice in doing this so that they will become familiar with the type of questions used.

Another approach would be to have the students help develop the appropriate questions for the first column and then have them go on to the answers and details. Eventually, if students are going to apply this technique, they must be able to generate a logical set of questions for their own outlines.

It should be noted that every student does not necessarily have to develop a QAD outline for every assignment. This technique should be taught as a practical way to plan written assignments.

Additional types of QAD outlines are described in Part II A, "Setting Up Q.A.D.'s".

Improving Techniques

Improving one's writing should be a focal point of any writing program. I.L.A. contains both general and specific ways to teach students how to better their written work.

In general, if the basic steps of the "Communication Spiral" are completed, the students will automatically be involved in the improvement process. The use of checklists and the practice of reading one's written work aloud are fundamental improvement techniques.

Two specific, "Improver" techniques which are applicable to nearly every writing activity are called "Slotting" and Expansion by Modification". (More involved improvement techniques, primarily applicable to the English curriculum, are described in Part II. C., "Using ILA in the English Class.")

Slotting:

Procedure: This is the eliciting of words that will occupy positions of key nouns, verbs, and predicated nouns or adjectives. The student chooses appropriate words (or synonyms) from his vocabulary to fill in slots (or to replace existing words) at these strategic places in the sentences.

There are two methods of doing slotting. One way is to have blanks in strategic places in sentences whereby the student thinks of an appropriate word and fills it in. The second method is one where the student takes a word already existing in a sentence and slots for synonyms, then chooses the most interesting and most applicable word for his sentence.

Example I:

The housewife buys groceries in the market.

Example II:

The housewife buys groceries in the market.

woman	chooses	items
mom	sees	meats
customer	selects	foods
lady	notices	breads
purchaser		products

Uses for slotting:

1. Useful for new vocabulary usage.
2. Teaching of subject and verb and parts of speech
3. Sentence patterns
4. Prefix and suffix usage and variety of meanings
5. Synonyms/antynoms
6. Creative figurative language as opposed to strictly literal
7. Specific concrete language as opposed to vague general words
8. Eliciting grammatical understandings
9. Teaching agreement between subject and verbs.
10. Teaching declarative sentences.
11. Paraphrasing difficult passages as proof of comprehension in the content areas.

Checklist for Slotting:

1. Can I use lots of different words (especially new words I have learned), instead of the same words over and over again?
2. Can I use more words that my readers can see, hear, feel, taste, think about, and remember?
3. Am I marking my sentences for long stops at the end? Can my readers tell from the long stops whether each sentence is a telling, an asking, or an exciting sentence?

4. Does every one of my naming words and my doing words tell my reader how many as I want it to? Can I change any of these words to make my sentence clearer?

5. Does every one of my doing words tell my reader when something happened (tense) just as I want it to? Can I change any of these words to make my sentence clearer to my reader?

Expansion by Modification:

Procedure:

This is the enrichment of sentences by the addition of modifiers: adjectives, adverbials, attributive nouns, and appositives. These words or phrases will answer several types of questions: What kind of, How many or how much, whose, when, where, how, why. You start with a simple sentence; ask the questions; answer them, and you'll have a paragraph.

Example: Some carpenters are building a house.

(What Kind of) Some young, strong hardworking carpenters are building a new, yellow ranch house sprawling on a large, square lot.

(How many or much?) Ten young, strong, hardworking carpenters are building a new yellow ranch house, perhaps sixty feet long and 35 feet wide, on a large square lot, 100x100.

Refer to page 93 of the ILA Manual for the completed paragraph.

Uses for Expansion by Modification:

1. Use of words elicited in literature, spelling, writing, social studies, etc.
2. Teach parts of speech
3. Check for correct spelling of words
4. Good for organizational pre-planning----answer the same questions as outlining techniques
5. Encourage creative experimentation
6. New words can be used in sentence synthesis, to start fresh again.

Checklist for Expansion by Modification:

1. Can I make my compositions more interesting by adding words that answer the questions what kind of? or which one? etc?
2. Can I make my composition more interesting by using words that my readers can see, hear, feel, thing about, and remember?

3. Can I make it more interesting by adding some of the new words I learned in my school subjects?
4. Can I include some long, short and medium length sentences?

"Evaluating Writing"

Evaluating the students' writing and fostering a positive attitude about writing is often difficult but necessary. The key element in evaluation is positive feedback from the teacher leading the student to feel that his writing has some meaning and purpose. Oral reading and discussion are integral to this type of feedback.

It is suggested that the content area teachers evaluate each student's work keeping these 5 things in mind:

1. The most important part in evaluating written work is deciding whether or not it meets the requirements of the specific assignment. Is all the information there that needs to be? Did the writing answer whatever problem was presented?
2. It is important to check to see that the basic grammatical rules are adhered to.
3. Check to make sure the sentences are complete and not run-on.
4. Check for correct spelling of words, especially any vocabulary words presented in the content areas.
5. Check for proper capitalization and punctuation.

An organized chart, broken into 3 areas of evaluation is also presented in this section. It is not required that all teachers use this, but it's a suggestion. It is called the "ABC" approach.

- A - APPROACH to the assignment-planning, outlining, organization, use of rough drafts etc.
- B - BASICS-spelling, capitalization, grammar, usage, punctuation, etc..
- C - CONTENT AND CREATIVITY - What was said, how well it was expressed, was the task met?, etc.

The teacher evaluates each section and then averages the grades for the final grade. Using the grid, the students will be able to see at a glance which area he/she needs improvement in.

Name _____

_____ Quarter

Writing Evaluation

Assignment: _____		
Areas Evaluated	Comments	Grades
<u>Approach to the</u> A. assignment: planning outlining, organization use of rough copies, etc.		
<u>Basics: spelling,</u> B. capitalization, grammar, usage, punctuation, etc.		
<u>Content and Creativity:</u> C. what was said and how well it was expressed, task met, etc.		

"Setting up Q.A.D. Outlines"

In general, writing can be categorized as either narration, exposition, description, or some combination of these. "Q.A.D." outlines can also be categorized in the same way.

This section contains examples of a variety of QAD outlines. Several different choices are presented for the descriptive writing and for the expository writing. The students should be encouraged to choose an appropriate QAD during the planning stage of their writing. Knowing the purpose of their writing and knowing the audience will enable them to choose the proper QAD. It should be noted that report writing can be done using either expository QAD's or narrative QAD's depending on the writing purpose.

The first QAD sample has been totally filled in to illustrate the principle. In the rest of the QAD's only the questions and answers columns have been filled in. Refer to the ILA Manual for further illustrations of the outlining techniques.

QAD: Exposition
Problem/Solution

QUESTION	ANSWER	DETAILS(Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What is the problem?	Teenagers have no after-school recreation areas.	Teenagers are people, need play and work, school occupies only $\frac{1}{2}$ day, real problem for thousands of kids and their parents.
What are the effects?	Teens mill around streets in evening, badgered by police for loitering.	Noisy crowds, strolling, walking, exchange angry remarks with police or citizens, stay out late, mass boredom, etc.
What is the cause?	Town officials refuse to take teenagers' complaint seriously	Consider teens as kids, think parents should solve problems, insensitive, really dislike teens, etc.
What's the solution	Officials should admit problem openly, set aside well supervised recreation centers.	Churches and schools are service agencies, should serve 24 hours a day. Teens grateful.

QAD: Exposition
Opinion/Fact

QUESTIONS	ANSWER	DETAILS (Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What is your opinion on the topic?	The U.S. government should have the right to call for Selective Service.	
What is your main reason?	The government must be able to depend on its citizens to help protect the nation.	
What is your second reason?	What would happen if the nation were in peril?	
What is your conclusion?	If citizens don't protect their country, they will no longer enjoy the benefits of living in a free country.	

QAD: Exposition
Persuasive Essay

QUESTION	ANSWER	DETAILS(Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What opinion (Suggestion, recommendation) am I giving?	Boys should take Home Economics courses in Junior High School.	
What are my reasons?	Boys will benefit from such courses. Boys will be better prepared for the future.	
What is my conclusion?	Home Economics should be a required course for all students.	

QAD: Exposition
Definition/classification
(cause and effect)

QUESTION	ANSWER	DETAILS(Who, what, what happens, what kind of, which, whose, when, where, why, how, how many)
What am I defining?	The use of fullness of the inclined plane.	
What is its most important effect?	Power	
What is the second most important effect?	Eases man's workload.	

QAD: Exposition
Comparison/contrast

QUESTION	ANSWER	DETAILS(Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What am I comparing to what?	2 traits, activities people, objects, places, etc.	
What's my basis for comparison?	Specific feature of appearance, behavior, quality, effect, value, etc.	
What is my conclusion?	The answer will be the full statement of comparison.	

QAD: Exposition
Drawing Conclusions/Inferences

DETAILS(Who, what, what happens, what kind of, which
whose, when, where, why, how, how many)

QUESTIONS	ANSWERS	
What is my first (most important) statement?	Space travel beyond solar system will be possible by A.D. 2000	
What is my evidence (reasons)?	Space technology has already placed us on Moon, probed nearby planets, is still expanding.	
What is my second (next most important) statement?	Life, evolution more advanced civilizations highly likely on planets like ours, elsewhere in universe.	
What is my evidence (reasons)?	Basic physical conditions for origin, long history of possible life on many other planets in universe.	
What conclusion am I drawing?	Mankind will encounter other more advanced civilizations in space within a century	
What recomen- dation am I making?	Earth nations must develop unity to communicate with, defend selves against higher civilizations in space.	

QAD: Description
Thanksgiving Dinner

QUESTION	ANSWER	DETAILS(Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What did I like best?	Turkey, cranberry sauce, stuffing.	
What did I like second best?	Pumpkin Pie	
What did I like least?	Vegetables	

QAD: Description
Subject: Colonial America

QUESTION	ANSWER	DETAILS(Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What important features did I see first?	Endless forests, mountains, streams, plowed fields, settlers' cabins.	
What important features did I see next?	Towns, villages, churches, meeting houses, one-room school houses, inns, stores, houses.	

QAD: Narration
Chronological Sequencing

QUESTION	ANSWER	DETAILS(Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What happened first?	Got on the bus at school	
What happened second?	Bus took us to the main gate.	
What happened next?	Saw a movie about stars and planets.	
What happened next?	Guide gave lecture about stars and planets.	
What happened last?	Bus took us back to school by 6 o'clock.	

QAD: Narration
Character sketch

QUESTIONS	ANSWER	DETAILS(Who, what, what happens, what kind of, which whose, when, where, why, how, how many)
What is the person like?	Looks, age, personality, homelife.	
What does this person do?	Joker? Worker? Student? Mom? etc.	
What motivates this person?	Boredom? Anger? Intellegence? Fear? Insecurity? Greed?	

"Applying ILA to the Curriculum"

This section has been developed as an aid to teachers who would like direction in how to integrate a writing activity into the content area. Specific topics have been taken from each curriculum area with suggestions of which ILA techniques are useful for each different type of assignment. Since each teacher will be required to assign some writing activities, this section should prove to be extremely handy as well as time saving.

It should be noted that the basic principles of ILA should be followed whenever possible. The "Improver" techniques and "Checklist" procedure should be used with all writing activities!

In addition, it should be emphasized that ILA does not contain any particular techniques for teaching all the steps involved in report writing and for letter writing other than the basic ILA techniques which can be applied to any written work.

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. <u>Pre-Columbian - Vocabulary and Concepts</u> Confederation, myth, culture, shock, matrilineal, patrilineal, Acculturation, clans, nuclear family, dialect, glacier, plateau, drainage, basins, tributary, climate, regions, land bridge. A. Describe the characteristics of each geographic area of New York. B. List and describe geographic regions of the United States C. Identify and describe early cultures which flourished in the Western Hemisphere before Columbus.	Sentence Synthesis, Framed Paragraph Q.A.D. for descriptions Exp. by Paragraph if Identification is used as topic sentence
2. <u>Vocabulary and Concepts</u> Exploration, conquistadors, empire, colony, patroon, Mayflower Compact, tidewater, estuary, missionary, piedmont, charter, persecution, toleration, seperatists, capital circumnavigation, dissenter, mercantilism. A. State how language and culture of areas of the New World were to a large extent determined by European nations settling these areas. B. Compare and contrast the political, economic, and cultural development of the following colonies; New England, Middle, Southern, Quebec, Mexico. C. Identify the conditions at the end of the 15th Century which contributed to discoveries. (Whichever one being discussed) D. Describe the reasons for growth of British colonies in America. E. Describe three types of British colonies and identify one example of each from the original thirteen.	Sentence Syntheses, Framed Paragraph Exp. by Paragraph Q.A.D. for comp. Q.A.D. :-cause and effect Q.A.D. for description Q.A.D. for description
3. <u>Colonial Period - Vocabulary and Concepts</u> Indentured servant, triangular trade, favorable balance of trade mercantilism, slavery, Huguenot, Pennsylvania Dutch, melting pot, Anglican, Puritan, sect. A. Identify the main features of each of the following economic divisions as they existed under British rules in the colonies of North America: Labor System, Trade and Commerce, Farming, Manufacturing. B. Identify the ways that culture grew during the mid 18th. century in the following areas: Education, Literature, Religion, Science, Family Structure, Social Classes.	Sentence Synthesis or Framed Paragraph Q.A.D. for Description Q.A.D. for Description
4. <u>New York Emerging - Vocabulary and Concepts</u> Migration, emigration, immigration, creditor, tenancy, leasehold A. Describe the land system that developed in Eastern, Central, and Western, N.Y. B. Describe ways that transportation was improved in the early 19th. century.	Sentence Synthesis and Framed Paragraph Q.A.D. for description or Ex by paragraph Q.A.D. for Description

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
5. The Age of Homespun - <u>Vocabulary and Concepts</u> Homespun, clipper ships, metropolitan, big business, sweatshop, reformer, tenement, union A. List the ways in which agriculture and transportation were improved. B. List ways in which business and labor changed.	Sentence Synthesis and Framed Paragraph Q.A.D. for comparison contrast
6. Megalopolitan Society - <u>Vocabulary and Concepts</u> Borough, ethnic group, cosmopolitan, metropolitan, megalopolis, urban, suburban A. Define Megalopolis B. List the advantages and disadvantages of Megalopolitan living. C. List the causes of population shifts in New York's history. D. Describe the causes and effects of changing population in New York City.	Sentence Synthesis and Framed Paragraph Q.A.D. for comparison Q.A.D. cause/effect Q.A.D. cause/effect
7. State and Local Government - <u>Vocabulary and Concepts</u> Bill, constitution, veto, ordinance, regents, executive, judicial, governor, legislator, candidate, primary, registration, checks and balance, two party rule, division of power, Mayor, branches of government A. Describe the function of political parties and describe their structure. B. Describe the civic responsibilities of local citizenship. C. List some state and local laws and ordinances which effect a citizen's everyday life. D. Describe the ways in which a citizen can participate in state and local governments in order to bring about change. E. Explain the purpose of government and choose five statements from our State constitution which illustrate that purpose. F. Describe four ways that our state constitution has changed since 1777. G. Trace the process by which a bill becomes a law in New York State. H. Describe the purpose, structure, and some special problems faced by these divisions of local government: County, Township, Village, City.	Sentence Synthesis and Framed Paragraph Q.A.D. for description Q.A.D. for description Q.A.D. for description Q.A.D. for opinion Q.A.D. for description Q.A.D. narrative Q.A.D. Choose one for a fact opinion
8. Odds and Ends <u>Summarizing:</u> Select main ideas from text book readings and other reference materials and arrange them in coherent paragraph form.	Exp. by Paragraph
9. Paragraph Organization: Explain, using several examples, how geographic features effect the development of culture in a given area, (Ecology, natural resources, climate, etc.)	Q.A.D. for cause/effect
10. <u>Charting/Organization:</u> Make a chart featuring six wide columns for the six patterns of culture. Under each list examples from "Iroquois Life" which illustrate each cultural pattern.	

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
11. <u>Research</u> : The student will look up the terms and names below in the text or Encyclopedia and state how each influenced the discovery of America: Leif Ericson, Icelandic Sagas, Crusades, spices, East India, Renaissance, Marco Polo, Prince Henry.	
12. <u>Creativity/Letter Writing</u> : Pretend you live on a tenant farm in Eastern New York in 1790. Write a letter to a friend in New York City in which you tell about your way of life. Be sure to mention time and place, and to complain about conditions.	Q.A.D. letter writing
13. <u>Logic/Order/Paragraphs</u> : Suppose you were running for Mayor of New York City during the Gilded Age. Prepare a campaign speech in which you will suggest ways to deal with the following city problems: low wages, poor working conditions, poor housing, poor sanitation, poor fire and police protection, ethnic group difficulties.	Q.A.D. fact/opinion
14. <u>Reference/Skimming</u> : Using supplemental texts, encyclopedias, and almanacs find the causes for the six population shifts in New York's modern history.	Q.A.D. cause/effect
15. <u>Context Reading</u> : Find a copy of our State Constitution. List ten statements from it that illustrate its purpose is to protect rights of New Yorkers.	Exp. by paragraph
16. <u>Business Letters</u> : Assist students in writing letters to local Councilmen, Assemblymen, or Senators.	Q.A.D. letter writing

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. The new Nation - <u>Vocabulary and Concepts</u> Colonialism, revolution, Turning Point, Boycott, repeal, petition colonial legislature, Declaration of Independence, mercantilism, No Taxation Without Representation, "Continental Congress," radicals, Tories, Loyalists. A. Compare the English view of the colonies and the colonists view of themselves. B. List the advantages and disadvantages of the colonists in the revolution. C. Identify the factors, (battles, people, nations, etc.) which helped bring the colonists' victory.	Sentence Synthesis Framed Paragraph Q.A.D. comp/cont. Exp. by Paragraph using one of above as topic sentence
2. Government - <u>Vocabulary and Concepts</u> Confederation, constitution, federalism, republicanism, seper- ation of powers, platform, Federal Aid, State Aid, Compromise, Constitutional, unconstitutional, ratification, rights vs. responsibilities, legislative, executive, judicial. A. Describe some of the problems the 13 States had to cope with during the confederation period. B. Identify the weaknesses of the articles which led to a desire for a stronger government. C. List the steps of the ratification procedure. D. Identify the reasons for the formulation of the Bill of Rights E. List the steps for amending the Constitution. F. Describe the parts of the Federal Government and explain the major functions of each. G. Seperate the responsibilities of Local, State and Federal Governments. H. Explain the role of political parties. I. List the Steps by which a bill becomes a law. J. List and define methods of effecting changes in the law or government (boycotting, petitioning, demonstrating, writing congressmen.)	Sentence Synthesis, Framed Paragraph Q.A.D. description Q.A.D. cause/effect Q.A.D. narrative Q.A.D. problem/solution Q.A.D. narrative Q.A.D. description Make a chart description or a Q.A.D. for description for one. Q.A.D. narrative Exp. by Paragraph
3. National Identity - <u>Vocabulary and Concepts</u> Cabinet, National Debt, two-party system, neutrality, foreign policy, embargo, surplus A. List and explain the important people and events in the time period between the adoption of the constitution and the early 1820's. B. Identify the trends in American Politics which helped make Jackson president. C. Identify the problems Jackson faced as President.	Sentence Synthesis, Framed Paragraph Q.A.D. narration Exp. by Paragraph Q.A.D. problem/solution
4. Westward Movement - <u>Vocabulary and Concepts</u> Old Northwest, Old Southwest, migration, prairie, telegraph, steamboat, Gold Rush, Manifest Destiny, Frontier, homestead, annex, reservation, Mormon, Canal, turnpike.	Sentence Synthesis, Framed Paragraph

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
A. Trace the westward expansion and settlements of the United States from the Appalachian Mountains to the Pacific Coast.	Q.A.D. narrative
5. Division and Reunion - <u>Vocabulary and Concepts</u> Secession, states' rights, abolition, emancipation, civil rights, Civil War, slavery, popular sovereignty, impeach, sharecropper, sectionalism, nullification. A. Compare the life styles of the North and South in the years before the Civil War. B. Trace the important incidents, conflicts and events from 1820 to 1860 which were instrumental in bringing about the Civil War. C. Compare the goals of both the North and South in fighting the Civil War. D. Outline the Presidential Reconstruction Plan. E. Outline the Congressional Reconstruction Plan. F. Describe the successes and/or failures of reconstruction from 1865 to 1877.	Sentence Synthesis, Framed Paragraph Q.A.D. Comp./cont. Q.A.D. narrative Q.A.D. comparison/contrast Q.A.D. narrative Q.A.D. description or comparison/contrast
6. Economic Expansion - <u>Vocabulary and Concepts</u> Technology, big business, union, proprietorship, corporation, business cycle, economics, economy, supply and demand, trust, depression, recession, money, collective bargaining, monopoly, capitalism, strike, socialism, welfare, inflation, automation A. Identify how the Industrial Revolution came to the United States and how it affects us. B. List three reasons for the growth of Labor Unions in our history, and describe their functions today. C. State how and why the government has become involved in the regulation of Big Business and Labor. D. Identify the basic elements of our capitalist system. E. Trace a business cycle through booms and depressions F. Define "Supply and Demand" and identify its relationship to prices.	Sentence Synthesis, Framed Paragraph Q.A.D. cause/effect Q.A.D. cause/effect Q.A.D. cause/effect Q.A.D. definition/classification Q.A.D. narrative Q.A.D. cause/effect
7. World Leaders - <u>Vocabulary and Concepts</u> Nationalism, militarism, alliance, propaganda, neutrality, armistice, nationality, dictator, aggression, police state, totalitarian government, appeasement, genocide, empire, annexation, isolationism, League of Nations, United Nations A. Explain how the Imperialism of European nations drew the United States into World Affairs. B. List and explain the major causes of World War I in Europe. C. Explain how and why the United States became involved in World War I. D. List the results of World War I and the important terms of the treaty of Versailles. E. List and explain the major causes of World War II.	Sentence Synthesis, Framed Paragraph Q.A.D. cause effect or narrative Q.A.D. cause/effect Q.A.D. cause/effect or narrative Q.A.D. cause/effect or narrative

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
F. Explain how and why the United States became involved in World War II. G. Explain how and why the United Nations was created. H. List the achievements of Franklin and Eleanor Roosevelt in their time.	Q.A.D. narrative Q.A.D. narrative Q.A.D. problem /solution
8. New Challenges - <u>Vocabulary and Concepts</u> Soviet satellites, Warsaw Pact, NATO, balance of power, containment, nuclear weapons, escalation, Indo-China, Viet Cong, SALT, migrant worker, E.R.A., affirmative action, disarmament, cold war, Federal Aid, Urban Renewal, inner city, welfare, E.P.A., segregation, OPEC A. Illustrate an example of tension between the USSR and the United States. B. Show how the Korean War illustrates the policy of containment C. List three reasons which made the war in Viet Nam so difficult to win. D. Give two examples since the end of the Vietnamese War which illustrate a change in relationship between the United States and/or USSR China. E. List and explain three ways in which minority groups improved their lives since World War II. F. Identify four causes of poverty in America and illustrate two programs undertaken by the Federal Government to combat poverty. G. List five causes of pollution in America, and given actions taken by Americans to prevent it. H. Identify the causes of the energy crisis and illustrate at least five ways to combat it. I. Describe three sources of energy other than oil and natural gas, and list three advantages of using each one.	Sentence Synthesis, Framed Paragraph Exp. by Paragraph Exp. by Paragraph Q.A.D. cause/effect Q.A.D. cause/effect Q.A.D. problem/solution Q.A.D. cause/effect Q.A.D. cause/effect Q.A.D. cause/effect Q.A.D. comparison/contrast

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
<u>Numbers and Numeration</u> A. E: Write definitions for ($>$) greater than, ($<$) less than, ($\approx$) approximately equal to, and (%) percent. B. G: Identify prime and composite numbers.	Q.A.D. definition/classification Q.A.D. definition/classification
<u>Whole Numbers</u> A. F: Write an appropriate addition, subtraction, multiplication or division equation for given facts and solve the equation.	
<u>Fractions</u> A. Define the terms, common fractions, nearest common factor or least common factor.	Q.A.D. definition/classification
<u>Decimals</u> A. Explain the use of decimal points in computation involving money.	Expansion by Paragraphing w/topic sentence
<u>Ratio and Proportion</u> A. Define proportion. B. Write a ratio in numerical and non-numerical terms.	Q.A.D. definition/ classification
<u>Percent</u> A. C: Describe a discount and situation in which one might be given. B. Describe what a commission is and who would be likely to receive one.	Q.A.D. description Q.A.D. description
<u>Integers</u> A. Identify an integer as a signed number. B. Identify and define integers in terms of opposites.	Q.A.D. definition/classification
<u>Charts, Tables and Graphs</u> A. Describe information on a bar circle or line graph or on a chart or table.	
<u>Measurement</u> A. E: Identify and compare units of measure for metric and English system.	Q.A.D. comparison/contrast
<u>Geometry</u> A. Define and describe: trapezoid, semicircle, parallel and perpendicular. Give illustrations from life--a flag pole is perpendicular to the ground. B. E: Name everyday objects that are cubes and/or cylinders.	Q.A.D. description

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
<u>Numbers and Numeration</u> A. D: Write definitions for (>) greater than, (<) less than, ($\approx$) approximately equal to, and (%) percent. B. H.I.: Identify and define prime and composite numbers.	Q.A.D. definition/classification Q.A.D. definition/classification
<u>Whole Numbers</u> A. F: Describe the steps in the solution of one or two step word problems involving whole number operations. B. H: Solve and write word problems involving basic whole number operations.	Q.A.D. narrative
<u>Fractions</u> A. L: Solve and write word problems involving basic fractions operations. Describe the steps in the solution.	
<u>Decimals</u> A. Define the terms rational number, terminal decimal, repeating decimal and repetend.	Q.A.D. definition/classification
<u>Ratio and Proportion</u> A Write a ratio in non-numerical terms	
<u>Percent</u> A. C: Define a discount B. Plan the expenditure of a given sum of money on a given commodity with a given tax rate. If you were shopping for clothing with \$50.00 what might you purchase. Don't forget to include 5% tax.	Q.A.D. definition/classification
<u>Integers</u> A. How are integers like or unlike mirror images.	Q.A.D. comparison/contrast
<u>Charts Tables and Graphs</u> A. Design a chart table or graph to illustrate given data. Explain your design.	Q.A.D. narrative
<u>Measurement</u> A. Relate clothing and activities to given reading on a Celsius thermometer.	
<u>Geometry</u> A. E: Explain the use of a compass and protractor as geometric tools. B. Give real life examples of right triangles, pyramids and cones.	Q.A.D. definition/classification Expansion by Paragraphing

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. List steps in building a lead storage battery.	Q.A.D. directions
2. Describe the similarities and differences between individual projects within the group.	Q.A.D. comparison/contrast
3. Use the term variable in describing the influence of battery and motor on an object being lifted.	Sentence Synthesis
4. Describe force as a variable in terms of change in the shape or motion of an object.	Q.A.D. description
5. Select the better measuring unit and explain the reason for that choice.	Q.A.D. problem/solution
6. Explain why standard units are used in preference to body unit lengths.	Exp. by Paragraph
7. Explain the relationship between input work and output work.	Q.A.D. comparison/contrast
8. List the components of a sub-system.	Q.A.D. description
9. Select diagrams of systems and defend the choice.	Q.A.D. persuasion
10. Identify and explain the relationship between work and systems.	Q.A.D. comparison/contrast
11. Define energy in terms of the capacity to do work.	
12. Describe a method for detecting the motion energy in an object.	Q.A.D. directions
13. Select and describe the main contribution of early scientists to Science today.	Q.A.D. cause/effect
14. Explain the relationship between heat, light and electricity in terms of the capacity to work and classification as energy.	
15. Describe a procedure for detecting and measuring light energy.	Q.A.D. directions/description
16. Explain how light can be shown doing work.	Q.A.D. description
17. Give examples of energy conservation.	
18. Describe the working of his (the student's) battery using the term "chemical energy".	Sentence Synthesis
19. Describe the reaction within a battery during charging and discharging.	Q.A.D. description
20. Explain the relationship between friction and temperature change.	Q.A.D. cause/effect

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
<u>Topic One</u> List and define the steps involved in the scientific method	Q.A.D. definition
<u>Topic Two</u> Explain why scientists classify things according to their similarities and differences. Explain how scientists know that there were species living on earth that are no longer living. Define adaptation and give an example of a species that is adapted to its environment.	Exp. by Paragraph Exp. by Paragraph Q.A.D. sentence synthesis Q.A.D. problem/solution
<u>Topic Three</u> Explain the relationships between enzymes and digestion. Compare and contrast the digestive systems of the frog and man. Explain how body functions are regulated by the nervous system and endocrine glands.	Q.A.D. cause/effect Q.A.D. comparison/contrast Q.A.D. cause/effect
<u>Topic Four</u> Explain how a conditioned response is produced; indicate examples of conditioned response.	Q.A.D. narrative
<u>Topic Five</u> Describe the basic requirements for plant growth. Explain what the function of the chloroplast is.	Q.A.D. description Exp. by Paragraph
<u>Topic Six</u> Compare the environment and function of various types of plants. Compare and contrast a plant cell with an animal cell.	Q.A.D. comparison/contrast
<u>Topic Seven</u> List the similarities and differences between individuals in the human species. Describe the functions of the skeleton. Explain what happens during a coronary heart attack. Describe the characteristics of sensory associations and motor nerves.	Q.A.D. comparison/contrast Q.A.D. description Q.A.D. narrative Q.A.D. description
<u>Topic Eight</u> Differentiate between food webs and food chains. Compare and contrast producer, consumer and decomposer. Explain the relationship between boundary communities and boundary species. Make a table which lists herbivores, carnivores, and omnivores.	Q.A.D. comparison/contrast Q.A.D. comparison/contrast Q.A.D. cause/effect
<u>Topic Nine</u> Classify objects into meaningful groups. Gather data	Q.A.D. definition/classification

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
<u>Topic Nine(continued)</u> Recognize similarities and differences Determine characteristics used to classify objects into useful groups. State some characteristics useful in classifying objects. <u>Topic Ten</u> Explain the relationship between the importance of soil cover and the prevention of soil erosion. State effects of Thermal Pollution. Describe an inversion of the atmosphere which intensifies the effects of air pollution. Develop an argument to preserve and conserve.	Q.A.D. cause/effect Q.A.D. cause/effect Q.A.D. description Q.A.D. persuasive/opinion

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. Why is it important to maintain and improve your health status?	Q.A.D. persuasive
2. What are some problems related to dental health, and what type of care is needed as preventive measures?	Q.A.D. cause/effect
3. What are some characteristics of oral structures?	Q.A.D. descriptions
4. What are the food groups needed by the body?	Expansion by Paragraphing
5. How does proper nutrition relate to total fitness?	Q.A.D. cause/effect
6. List the effects of alcohol on a person's emotional standing, social standing, and psychological standing.	Q.A.D. cause/effect
7. What are some cultural differences in drinking patterns, and how do they create a conflict?	Q.A.D. cause/effect
8. What's your opinion? Should we have economic and legislative controls on the use of the beverage alcohol?	Q.A.D. persuasive
9. Describe some advertising techniques used to encourage smoking?	Q.A.D. discription or Q.A.D. cause/effect
10. What are some physiological effects of smoking tobacco?	Q.A.D. cause/effect
11. Why do people need successful social relationships with others in order to develop their human potential?	Q.A.D. persuasive/opinion
12. What makes a good friend?	Q.A.D. opinion/persuasive or Q.A.D. description
13. How do ecological factors affect man and his health?	Q.A.D. cause/effect

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. What are some specific measures used to prevent, control, and combat disease?	Q.A.D. cause/effect
2. What are some of the impacts that modern drugs have had on humans?	Q.A.D. cause/effect
3. Explain the differences between habituation and addiction, and the drugs that lead to either.	Q.A.D. comparison/contrast
4. Define: Opium, alcohol, stimulants, barbiturates, narcotics, psychedelics, and inhalants.	Q.A.D. definition/classification
5. What factors determine total maturity?	Q.A.D. cause/effect
6. What is the endocrine system?	Q.A.D. definition/classification
7. Define hormones, and tell what their functions are.	Q.A.D. definition/classification
8. Explain the following: conception, prenatal stages of development, and the birth process.	Q.A.D. definition/classification
List some of the partial solutions to public health problems that were discovered many years ago.	Q.A.D. cause/effect
10. Describe how these people contributed to the total health knowledge? Hippocrates, Galen, Rhazes, Vesalius, Harvey, Van Leeuwenhoek, Jenner, and Pasteur.	Q.A.D. description
11. How do the following biological factors effect man in his environment? Food production, poisons, pathogens, victors, water pollution, animal life, and air pollution.	Q.A.D. cause/effect
12. Define: Sporadic, endemic, epidemic, pandemic.	Q.A.D. definition/classification
13. Describe some of the public health programs in our community.	Q.A.D. description

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. Define the following words and explain their relation to clay sculpture: Balance, space texture, movement.	Q.A.D. definition/classification
2. Three dimensional design: Define the following: terra cotta, stoneware, procelain, greenware, kiln, bisqueware, glazeware.	Q.A.D. definition/classification
3. Drawing: Definitions of: line, contour, value, shading and how they relate to drawing qualities.	Q.A.D. definition/classification
4. Goal: To create understanding of the need for thought and planning in creating art.	Q.A.D. definition/classification
5. Op art design: Define op art, art styles and art history. Goal: to develop some understanding in regard to the meaning of abstract art.	Q.A.D. definition/classification
6. Two dimensional design: Compare the differences between tempre painting and oil, watercolor and acrylic painting.	Q.A.D. comparison/contrast
Understanding color theory: primary, secondary, complementary and harmonious.	Q.A.D. definition/classification
● Compose a design in terms of harmony, contrast, rhythm and balance to create certain effects.	
7. Printing: Define: relief printing, intaglio, lithography, and stencil printing.	Q.A.D. definition/classification
8. Perspective Drawing: Define: horizon, line, viewpoint, eye level line, guidelines, and parallel lines.	Q.A.D. definition/classification
9. Collage/mural: Define collage and mural. Goal: Use of collage as an approach to expression and communication. Use of the mural as a changing composition. The importance of composition and design in relation to purpose.	Q.A.D. definition/classification
<u>Art Extras:</u>	
What Color Is:	
Sad, suicide, silence, crime, small, emotions, the shape of a wave, rollerskating, dead, bravery, a day at school, air.	Q.A.D. opinion/persuasive or Expansion by Paragraphing
What is shape:	
Kindness, victory, color.	
● Which is blacker:	
An arctic night or defeat, a blackboard or loneliness.	

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. Explain the importance of sanitation in the planning, preparing, and serving, and storing of food. 2. List some of the factors affecting the nutritional composition of foods. 3. Name some sources of valid nutrition information. 4. Classify your favorite food in terms of the four basic food groups. 5. Explain the uses and effects of various leavening agents. 6. What storage factors effect the quality of milk? 7. What would you consider in selecting fruits and vegetables in the supermarket? 8. What are some factors that indicate tenderness in meat? 9. List some meat substitutes and their nutritive value. 10. Write a menu for a specified meal, spending a specified amount of money, to be prepared within one hour.	Expansion by Paragraphing w/ topic sentence given Q.A.D. cause/effect Expansion by Paragraphing Charts Q.A.D. cause/effect Expansion by Paragraphing or Q.A.D. cause/effect Expansion by Paragraphing w/ topic sentence given Expansion by Paragraphing w/ topic sentence given Q.A.D. comparison/contrast Q.A.D. narrative
HOME EC. GRADE 8 1. Describe techniques for transferring fashion construction detailed from patterns to fabric. 2. Name the factors which influence the selection of fabric. 3. Describe some useful tools for measuring in clothing construction. 4. List and describe the specific use of pressing equipment used in clothing construction. 5. Explain the function of clothing construction techniques.	Q.A.D. description Expansion by Paragraphing w/ topic sentence given Q.A.D. description Q.A.D. description Q.A.D. definition/classification

CURRICULUM TOPIC/OBJECTIVES	ILA TECHNIQUES
1. Briefly explain why anyone should study shop. 2. Define coping saw, it's purpose and parts. 3. Explain the types of files, their purposes, and the care of each. 4. List the types of sandpaper and their uses. 5. List the types of finishes, their purposes, and their uses. 6. List the different types of wood screws, where they're used, and why. 7. Define the purpose and parts of a jigsaw. List the steps in preparing to use it; list some safety rules for use of the saw. 8. List the types, purpose of, and parts of a bench plane. 9. List the types of nails and where they are used. 10. List the types of hammers and the different parts. 11. List the types of glue, purposes of each; then compare the advantages and disadvantages of each. 12. List the steps in squaring a board. 13. Hand saws: cross cut, rip, miter box, back saw...define each and explain the purpose of each one.	Q.A.D. persuasive Q.A.D. definition/classification Q.A.D. definition/classification Q.A.D. definition/classification Q.A.D. definition/classification Q.A.D. definition/classification Q.A.D. definition/classification Q.A.D. definition/classification Q.A.D. definition/classification Q.A.D. narrative Q.A.D. definition/classification
SHOP GRADE 8 1. Describe the characteristics of metal and list some variations as to kind. 2. Design and follow a plan to produce desired effects on several kinds of metal. 3. List the characteristics of Good Design. 4. Explain what electricity is, its component parts, how it is made and used. 5. List some safety rules for use of electricity. 6. How does magnetism relate to electricity? - What is the difference between AC and DC? 8. What are transformation and rectification?	Q.A.D. description Q.A.D. narrative Q.A.D. description Q.A.D. definition/classification Q.A.D. comparison/contrast Q.A.D. comparison/contrast Q.A.D. definition/ classification

CURRICULUM TOPICS/OBJECTIVES	ILA TECHNIQUES
<u>Melody</u> Each student will respond intuitively, interpret freely, prefer, enjoy, and characterize in terms of feeling by: 1. writing appropriate answers for listening lessons involving melodies and discussing his answers for the benefit of the teacher and class. 2. characterize in terms of feeling the effect various melodies have on the musical expression of various selections by choosing pictures descriptive adjectives graphic design discussing the expressive role etc	Expansion by Paragraph Framed Paragraph Slotting for Expansion Expansion by Modification. Expansion by Modification Slotting for Expansion or Substitution Framed Paragraph
<u>Harmony</u> Each student will respond intuitively interpret freely, prefer, enjoy and characterize in terms of feeling by: 1. writing appropriate answers for listening lessons involving harmony and discussing the answers for the benefit of the teacher and class. 2. discussing in all music including sound compositions the effectiveness (formally and expressively) of tension-release created by harmonic elements.	Expansion by Paragraph Expansion by Modification Framed Paragraph Sentence Synthesis Slotting for Expansion Framed Paragraph Expansion by Paragraph Expansion by Modification.
<u>Rhythm</u> Each student will demonstrate his ability to perceive comprehend analyze identify differentiate compare synthesize and apply abstractly rhythm by: 1. discussing the rhythmic elements in terms of their formal role in given or freely chosen examples Each student will respond intuitively interpret freely prefer enjoy characterize in terms of feeling create and organize subjectively and choose on the basis of feel rhythm by: 1. writing appropriate answers for listening lessons with regard to rhythm and discuss the answers for the benefit of the teacher and class. 2 discussing rhythmic elements in terms of their expressive role in given and freely chosen examples	Expansion by Paragraph Framed Paragraph Sentence Synthesis Expansion by Paragraph Framed Paragraph Expansion by Modification Slotting for Expansion Sentence Synthesis

CURRICULUM TOPICS/OBJECTIVES

ILA TECHNIQUES

Form

Each student will respond intuitively, interpret, freely, prefer, enjoy and characterize in terms of feeling form by:

1. writing appropriate answers to listening lessons involving form and discussing the answers for the benefit of the class and teacher.

Expansion by Paragraph
Framed Paragraph
Slotting for Expansion
Expansion by Modification.

Timbre

Each student will demonstrate his ability to perceive comprehend understand analyze identify contrast match synthesize and judge timbre by:

1 identifying in writing and discussion certain timbres or combinations of timbres in examples heard aurally.

Framed Paragraph
Sentence Synthesis
Slotting for Expansion

Each student will respond intuitively interpret freely, prefer, enjoy, characterize in terms of feelings and choose on the basis of feel timbre by:

1 writing appropriate answers for listening lessons involving timbre and discussing the answers for the benefit of the class and teacher

Expansion by Paragraph
Framed Paragraph
Slotting for Expansion
Expansion by Modification
Expansion by Paragraph

2. Discussing various timbres with regard to their expressive role in given and freely chosen examples

3. discussing preference for kinds of timbres employed in student compositions and other music

QAD Exposition

PHYSICAL EDUCATION 7/8

The following format is an appropriate writing activity for these Physical Education Curriculum components:

Game procedures

1. Soccer
2. Flag football
3. Basketball
4. Floor hockey
5. Lacrosse
6. Team handball
7. Volleyball
8. Softball

Questions

Answers

What happens first?

What happens next?(second)

What happens then? (third)

Etc.

What happens last?

Sentence Synthesis the Framed Paragraph or Slotting for Expansion can be used to teach the vocabulary involved in the following activities:

Soccer

Dribbling, Passing, Trapping, Tackling, Instep kick, Shooting Heading, Goalie play.

Flag Football

3-point stance, Passing, Centering, Place kicking, Punting.

Basketball

Dribbling, Passing, Shooting

Floor hockey

Dribbling, Passing, Shooting, Goalie play

Gymnastics

Buck vaulting, Long horse vaulting, Parallel bars, Side horse, Still rings, Tumbling, Rope climb.

Volleyball

Serving, Volleying, Set-ups, Spiking, Defensive blocking, Defensive saves.

PHYSICAL EDUCATION 7/8 Continued

Wrestling

Takedowns, Breakdowns, Pinning combinations, Escapes, Reversals

Track and Field

Shot put, Discus, Hurdles

The form for Expansion by Paragraphing could be used to write a description of the progress and participants of any of the activities mentioned.

TOPICS

TECHNIQUES

Narration

Q.A.D.

1. Describe a situation, either serious or amusing, that developed at your house. Try to remember exactly which members of your family were involved, where they all were, and what each one said and did. The following are possible topics: The day you lost something--A shoe, bike, book: The day something went wrong; or the time you broke something.
2. Tell the story of an experience suggested or one of your own. You are blamed for something you didn't do; You become a member of a club; You earn money of your own for the first time; You are bothered by a bully; You are sent on an important errand; You encounter someone who doesn't like you.
3. Write a brief narrative about an experience that did not turn out as you expected it would.
4. Write a brief narrative based on a personal experience, bringing it to life by means of description. The following are suggestions: You bring home a sick bird or animal; You decide to stand up to someone who has been pushing you around; Your Dad buys a dog; You have a frightening experience.
5. Using dialogue, write a short narrative about an attempt you made to convince your parents to do something.

TOPICS

TECHNIQUE

Exposition Opinion/Persuasive

Q.A.D.

1. What you like or dislike: Is there any part of the country, any sport, any style of dress, any school rule or custom about which you have a strong opinion: State your opinion in a brief composition.
2. Write a brief composition giving your opinion about a place that you know very well. State your opinion about the place clearly, and then give as exact reasons for the opinion as you can think of. Present them in some logical order.

2. Imagine that you lived long ago, before people had scientific knowledge and explanations of natural phenomena. Your natural curiosity would make you wonder about things that happened in nature, and your imagination would lead you to make up explanations for these things. Write a myth about such an explanation. The following are suggestions: Why do dogs and cats fight?; Why does the moon change its shape?; Why don't animals talk?; Why do elephants have long trunks?; Where do people go after death?; Why do the seasons change?; Why aren't babies born in eggs?; Why don't people have tails?; What causes snow, or rain?; Why does hair turn gray?; Why does the sun rise and set?; Why does the sky turn colors at sunset?; What causes earthquakes?; Why do we have disease?; Where does music come from?; Why do the trees change color in the fall? Why does the ocean have salt water?; What are the stars?
3. Sometimes primitive people made up stories about animals to explain how certain animals came to be the way they are. Imagine that you are one of the following animals and tell an animal tale explaining how you came to be the way you are. The following animals are suggestions: Hare, Turtle, Elephant, Skunk, Snake, Zebra, Giraffe, Bumblebee, Worm

TOPIC

TECHNIQUE

Writing Directions Exposition

Q.A.D.

1. Write a short paragraph explaining how to do one of the following: Polish shoes, clean your room, paint a wall, wash dishes, wash a car, assemble a model, assemble a machine, cut the grass, remove a splinter, drive a car, study for a test, pitch a curve, bake a cake, how to exit for a fire drill, directions to get to your house from the classroom.
2. Write a composition of 250-350 words explaining a process. The following are suggestions: How to take a good photograph, make new friends, build a feeding station for birds, make cookies, swim, whittle, saw, mix cement, hit a baseball, train a dog, prepare soil and plant a garden, organize a club

amuse children, keep yourself physically fit, make a coffee table, mailbox birdhouse, model boat, dress or a stew.

The process should be one with which you are quite familiar so that you can explain it clearly to someone else. If the process is complicated, group the steps into stages.

TOPIC

TECHNIQUE Q.A.D.

Writing Descriptions

Slotting for Expansion

1. Precise nouns--Write a short paragraph about several people engaged in some activity. Tell what each person does and name anything he uses to get his part of the job done. Use precise nouns wherever you can make your paragraph clearer and more vivid by doing so.
2. Precise nouns--Write a brief description of a place with which you are familiar. Name specific persons and objects in the place, and use the most precise nouns you can think of.
3. Vivid adjectives--Write a detailed description of any ordinary, familiar object. Imagine that you are writing for someone who has never seen the object.
4. Vivid adjectives--Write a brief description of someone you know well. Choosing adjectives carefully, describe the person's appearance in detail. But go further: Try to give your reader an idea of what the person is like..
5. Vivid adjectives--Write a short paragraph describing either a pleasant or a dreary scene. Choose your adjectives carefully so that your reader will know how the scene looks and how you feel about it.
6. Vivid verbs--Imagine that you suddenly come face to face with a savage animal. Write a brief, vivid description of the encounter, telling how the animal nearly overpowers you before you escape. Use precise verbs to suggest the animal's and your own sounds and actions.

TOPIC

TECHNIQUE - Q.A.D

Expositions Opinions/Persuasive

EXPANSION BY PARAGRAPHING

3. State an opinion of yours in a sentence that can be used as the topic sentence of a paragraph. Then write at least three reasons that support your opinion. Now write a paragraph based on your topic sentence. Some topics follow: is the worst way to travel; is the best season of the year; growing up on a farm had its advantages; a big city is an exciting place to live; everyone should learn to swim; is my favorite meal; television has too much violence; in general, commercials are the liveliest part of television; is the most important subject we study in school; The American West is well worth seeing; every student should be required to take shop; every student should learn how to sew; team sports are harder to play than individual sports; a foreign-language course should be required of every student in junior high school; having chores to do around the house teaches a young person responsibility; marijuana should be legalized; capital punishment should be reimplemented; The E.R.A. ammendment should be canned; should the government be allowed to call for a selective service?; send the Cubans home, there's no room here.

TOPIC

TECHNIQUE

Creative Narrative--Use of Imagination

Q.A.D.

1. Write a short composition in which you let your imagination take over. Choose any subject that appeals to you and that you think you can make interesting to your readers. The following are suggestions: A dog becomes a man's master; one morning you discover that you can read minds; A hawk flies from a tree, soars over a farmhouse, and goes after a field mouse. You are that hawk or field mouse; just under the surface of a lake is the mouth of a cave that leads you to fantastic discoveries.

7. Vivid verbs--Write a brief paragraph describing the outside of a building as it appears at night when lights are on inside. Use precise verbs that give a clear picture and contribute to the mood you want to create.
8. Vivid verbs--Describe a scene filled with action. Choose verbs that make the actions vivid and clear.
9. Using specific details--Think of someone you have seen only a few times and do not know well. Try to picture the person in your mind's eye. What physical characteristics stand out? Describe the person as clearly as you can mentioning only the outstanding details.
10. In order to write a vivid description, you must sharpen your powers of observation. Choose a friend and observe him carefully as though you were going to draw a picture of him. Then write a short paragraph describing him.
11. Sensory details--Recall the first time you visited someone's house, a certain spot in the country, or an unfamiliar section of your city or town. Write one paragraph describing that place. Imagine that you are standing in one spot and describe what you see from that vantage point. Include sensory details to convey the sights, sounds, and smells of the place. Limit the details to those that are significant since it is only one paragraph.
12. Character sketch--Write a short character sketch describing a relative, friend, or classmate. Try to put your overall impression of that person into words so that your reader will feel as you do about him.
13. Expository Composition Q.A.D. Expansion by Paragraph
Select a topic to develop in a short expository composition. Develop the topic at least partly through narration. The topics below are suggestions:
About some things, animals have more sense than people; a little brother or sister can be a big responsibility; sometimes the worst thing about homework is trying to do it at home; summer vacation can be profitable; luck is sometimes more important than skill; a police officer can be a welcome sight.

Writing Letters

Q.A.D.

1. Write a letter to your teacher telling what you like best about the class or write a letter to your teacher suggesting ways to improve the class.
2. Write a letter to a friend telling about when you were the happiest in your life.
3. Write a letter to a famous person asking for an autograph or a picture.
4. Have students write real letters in connection with class work, sending for free materials asking for information and the like.
5. Write a letter to Ann Landers.
6. Have students use catalogues to select and order items, using correct business letter form. Collect them and then redistribute them on another day. Then each student becomes the firm and must reply explaining that the item is out of stock. On another day have students write complaint letters because the item they have ordered hasn't arrived.
7. Have students select help wanted ads from a local newspaper, and from the information given, write a letter of application for the job.
8. Write a letter to the editor of your local newspaper about a current, local problem.
9. Join a Penpal club--Write to:
American Sharing Program
388 Greenwood Street
Birmingham, Michigan 48009

First you write a business letter requesting information. Send them the following information: Your name, address, age, grade and school, and some of your interests and hobbies. Also send a S.A.S.E. with your letter so they can send the name of your penpal right away.

You'll write friendly letters to your penpal. Include such information as: your favorite subject, favorite movie, television shows, rock stars etc.,

favorite place, brothers/sisters, pets, what your room looks like, favorite food, farthest place you ever traveled to, how you spend your sparetime, something special about you.

"Using ILA in the English Class"

The ILA method of teaching writing also lends itself to a new approach for teaching traditional grammar lessons within the context of writing. Investigations begun more than half a century ago have supported the hypothesis that instruction in composition does not require or benefit materially from preliminary classroom lessons in any kind of Grammar, new or traditional. It is claimed that the teaching of composition may be facilitated somewhat if students are familiar with the meanings of the label for the major parts of speech and grammatical constructions. What is taken for granted in this approach is that the average native-born English speaking student already knows his language by the time he enters elementary school - knows it, not as formal theory, but as a system of working intuitions and habits which enables him to communicate the ideas, feelings, and attitudes which are meaningful to him.

Included in this section are specific "Improver" techniques useful to English Teachers, and some suggestions as to how to teach grammar within a writing context. A diagnostic Grid sheet and specific grammatical objectives with recommended techniques are also included here.

The following are some suggestions or steps that may be used for teaching grammar through writing:

- 1) The grammar lesson should be an outgrowth of a writing activity, not the other way around. A lesson on a specific part of speech or structure should occur after the students have generated their own examples of that part of speech or structure in group individual compositions.
- 2) To effect the transition from the writing activity to the grammar lesson, ask the students to study the words or structures which they themselves have generated and to note what characteristics these tend to have in common. At this step, it would be wise to ask the students to work in groups, or as a whole class sharing each other's compositions. To cue the students, you should ask such questions as:

What do these words do? What questions do they answer: What other kinds of words could we place before or after them? What endings could we put on these words? Is it possible to move the words to some other places in the sentence, and if so, does the sentence change in any way?

Your working rule for teaching grammar should be this: THE GRAMMATICAL TERM WHICH YOU WANT YOUR STUDENTS TO LEARN IS A CONVENIENT LABEL FOR THE WORD OR STRUCTURE THAT POSSESSES ALL (OR NEARLY ALL) OF THE CHARACTERISTICS WHICH THE STUDENTS HAVE DISCOVERED IN THEIR OWN WRITING BY ANSWERING YOUR QUESTIONS.

3) As soon as the students appear to have learned the meaning of a particular label, reword the Writing Checklist to include that label, for example, if the Checklist has previously advised students to include words answering questions like "What kind of" or "When?" "Where", or "Why?", you should now insert the term adjectives or adverbs in the directions. Such a procedure will reinforce the grammatical understandings in a functional way.

4) Now, and only now, are your students ready to be referred to the formal grammar lesson, and its attached exercises and tests in their Language Arts or English Textbook, BY REVERSING THE NORMAL PROCEDURE-USING THE FORMAL TEXTBOOK LESSON LAST INSTEAD OF FIRST-YOU HAVE ENHANCED BOTH THE MOTIVATION AND THE CLARITY OF THE GRAMMAR LESSON.

A brief description of the "Improver" techniques follows. Possible "Checklist" wording and related uses of each technique is also included. For more detailed information on improvement techniques, refer to ILA Manual, pgs. 91-210.

SENTENCE REDUCTION:

This is the compression of long sentences by the elimination of function words, modified and repeated or redundant words. The result is similar to a telegram or newsletter headline--- only the key vocabulary words are retained.

** This is the opposite of Expansion and should be employed when students are overloading with details that contribute little to the overall message.

Checklist:

Can I make it more interesting by making some sentences short, some medium, and some long?

Can I use the words and, so, and then less often at the beginning of my sentences?

Will my composition move along faster if I take out some of the less important words or details?

Will my sentences stand by themselves with their own subject and verb, even after I reduce it to the fewest possible words?

Do I need to supply either a subject or a verb anywhere in my paper?

Am I using many different and interesting words, or the same few words over and over again?

Will it become more readable if I take out sentences or paragraphs?

Uses:

1. Used to encourage variety in sentence length.
2. Used to reduce expanded sentences into basic sentence patterns.
3. Useful for teaching complete sentences.
4. Useful for teaching correction of run-ons.
5. Used to help catch errors in subject/verb agreement.
6. Discourages repetitiousness in vocabulary.

7. Good for teaching daily notetaking.
8. Useful for the creation of telegrams, newspaper headlines, etc.
9. Encourages thinking focus... keeping to the basic purpose of the composition.
10. If used to paraphrase the text, it's good check on comprehension.

MOVABILITY:

This is the reorganization of sentences by changes in the placement of movable words, or groups of words, within the sentence.

1. Construct a sentence that will contain a word or phrase that answers when, how, where or why words.
2. As a clue to the students, direct them to look for when, how, where, or why words. Can a word or phrase be moved in this sentence:

Yesterday the class went to a museum.

The class went to a museum yesterday.

Checklists:

Can I make some of my sentences more interesting if I move some of my words or groups of words around to different positions?

Am I sure that my sentences mean the same thing when I do this?

Can I give more emphasis to my important words by doing this?

Can I move some of my sentences around inside my paragraphs, so my reader has a clearer idea of what I am trying to say?

Can I move some of my paragraphs around for the same reasons?

Uses:

1. Test for dangling or misplaced modifiers.
2. Help to promote good transition between adjacent and related sentences in a paragraph.
3. When used with topic sentence becomes a check for digression from subject.

EXPANSION BY DUPLICATIONS:

This is the enrichment of sentences by the inclusion of series of related words or group of words. The student adds a series of his own modifiers of various kinds to any given sentence. He also forms his own compound subjects, verb phrases, or complements. Start with a simple sentence, slot, then and combine.

A-----Puppy sat on the doorstep.

Warm

Furry

Brown

Spotted

A warm, furry, brown, and spotted puppy sat on the doorstep.

CHECKLIST:

Can I make some of my sentences more interesting by adding to them more than one word or group of words that answer the same question or go in the same place in the sentence? Can I make my composition more interesting by taking some short sentences that answer the same question, and combining them into one sentence that gives the same answer in fewer words?

EMBEDDING:

This is the combination of short related sentences to form compound sentences, or to form a sentence in which one of the original sentences is carried over as a clause, compound subject or compound predicate.

CHECKLIST:

Can I use some short, some medium long, and some long sentences? Can I combine some of my short (related) sentences into larger ones? Can I combine these sentences in many different ways (by changing words, or raking out words, moving words around, or adding words?)

Will my compositions sound better if I use words like AND, SO, and then less often at the beginnings of my sentences:

USES:

1. Test for comprehension.
2. Paraphrase text for comprehension.
3. Complete sentences.
4. Conjunction usage.
5. Find in texts and in newspapers various ways professional writers have embedded.
6. Use in Literature to analyze writing of particular authors to detect individual styles.

SENTENCE STRUCTURE AND TYPES:

Inverted sentence: This is the inversion of normal sentence pattern by movement of complements and parts of verb phrases to the front of the sentence, with possible reversal of subject-verb sequence also.

Checklists:

Can I make some of my sentences more interesting by turning them around?

Can I give more emphasis to some of my important words by doing this?

Can I make some of my comparisons stronger by doing this?

** The following techniques can be used to introduce the students to various sentence structures and types.

INTERROGATIVE SENTENCE:

One that asks a question

Checklist:

Can I make my composition more interesting by including some asking sentences where they will make my readers think hard about what I am saying, or about what I would like them to?

Does every one of the asking words I am using tell my readers just what kinds of answer I want?

In planning my compositions, have I thought of all the important questions that my readers may want answers for?

Have I included the answers in the right places in my compositions, as words, phrases, clauses, or whole sentences or paragraphs?

EXCLAMATORY SENTENCE:

Express strong feelings

Any of the other three types of sentences can be exclamatory.

Checklists:

Can I make exclamatory sentences out of commanding, asking, and declarative sentences?

Can I do this at places in my composition which I consider very important or exciting?

IMPERATIVE SENTENCE:

One that gives a command

Checklists:

Can I give my readers some important ideas to think about by including some command sentences that tell my readers what to do?

Can I write such sentences in many different ways to show my readers exactly how I feel or how I want them to feel?

Can I include some sentences that look like questions or statements of fact but are really directions (or commands)?

OBJECTIVES AND RECOMMENDED TECHNIQUES

OBJECTIVES (for Diagnosis)

Vocabulary Development

1. Varied, abundant language
2. Vivid, concrete, sensory language
3. Use of figurative as well as literal language
4. Use and reinforcement of new vocabulary words elicited in oral or writing activities, or taught in spelling, dictionary, thesaurus, or reading activities.
5. Clear, accurate usage
6. Avoidance of superfluous language (especially repetitious And, Then, So, at the beginning of sentences)

Morphology (Proper Grammatical Usage)

7. Proper use of suffixes and irregular word forms (such as plural nouns and past-tense forms of verbs)
8. Proper use of helping (auxiliary) verbs
9. Avoidance of errors in agreement
10. Avoidance of errors in tense or mood
11. Avoidance of errors in case
12. Avoidance of errors in person

RECOMMENDED BATTERIES OF TECHNIQUES (for Prescription)

Oral reading of compositions: all Slotting techniques (in order cited on p. 27); Expansion (by Modification; by duplication); The Exclamatory Sentence
Same as above, plus Sentence Synthesis

Oral reading of compositions; all Slotting techniques (in order cited on p. 27); dictionary activities
Oral reading of compositions; Sentence Reduction; Embedding

Oral reading of compositions; Slotting (Basic Sentences, Noun Phrases, Verb Phrases, Verbal Phrases); Sentence Reduction; dictionary activities
Oral reading of compositions; Slotting (Verb Phrases, Verbal Phrases)
Oral reading of compositions; Slotting (Basic Sentences, Noun Phrases, Verb Phrases); Sentence Reduction; The Passive Voice; The Expletive Sentence
Oral reading of compositions; Slotting (Basic Sentences, Verb Phrases, Verbal Phrases); Sentence Reduction
Oral reading of compositions; Slotting (Basic Sentences, Noun Phrases, Prepositional Phrases); Sentence Reduction; The Interrogative Sentence
Oral reading of compositions; Slotting - The Basic Sentences; Sentence Reduction

Sentence Structure

13. Use of complete sentences (avoidance of sentence fragments)
14. Avoidance of run-on or fused sentences
15. Ample and varied use of modifiers
16. Avoidance of misplaced or dangling modifiers
17. Good parallelism
18. Variation in sentence-openings
19. Variation in sentence-types
 - a. Use of variety of basic sentence patterns
 - b. Use of declarative, interrogative, imperative sentences
 - c. Use of exclamatory sentences
 - d. Use of simple, complex, compound, and compound-complex sentences
20. Variety in length of sentences (short, medium, long)
21. Use of words, phrases, clauses, or parts of sentences (subject, verb phrase, complement) in series
22. Variety in voice
23. Variety in mood (mode)

Oral reading of compositions; Sentence Synthesis; Slotting (Basic Sentences, Noun Phrases, Clauses, Prepositional Phrases, Appositives, Verbal Phrases); Sentence Reduction; Embedding; The Interrogative Sentence

Oral Reading of Compositions; Slotting - The Basic Sentence; Sentence Reduction

Oral reading of compositions: Expansion by Paragraphing; Outlining; Sentence Synthesis; same as for 1-3 above; Movability; Embedding

Oral reading of compositions; Slotting (Clauses, Prepositional Phrases, Appositives, Verbal Phrases); Expansion by Modification; Movability; Embedding

Oral Reading of compositions; Expansion by Duplication; The Inverted Sentence

Oral reading of compositions; Movability; Inverted Sentence: Passive Voice; The Expletive Sentence

Oral reading of composition; Sentence Synthesis, Slotting - The Basic Sentences

Oral reading of compositions; Sentence Synthesis: Slotting The Basic Sentences; The Interrogative Sentence; The Imperative Sentence

Oral reading of compositions; Sentences Synthesis: The Exclamatory Sentence

Oral reading of compositions; Sentence Synthesis, Slotting (Basic Sentences, Clauses); Embedding

Oral reading of compositions; all Slotting techniques (in order cited on p.27); Expansion (by Modification; by Duplication); Sentence Reduction: The Expletive Sentence; Embedding

Oral reading of compositions; Expansion by Duplicating; Embedding

Oral reading of compositions; The Passive Voice

Oral Reading of compositions; Slotting (Verb Phrases, Clauses); The Imperative Sentence

Organization

24. Development of unified, coherent paragraph
25. Distinct topic sentence (with varied placement)
26. Relevant illustrative (supporting, developmental sentences)
27. Effective conclusion to paragraph
28. Avoidance of shifts in topic or point of view within paragraph
29. Good Transitional Devices within paragraph
30. Logical development of series of paragraph (introduction, main paragraphs, summary or conclusion, Transitional devices)
31. Avoidance of shifts in topic, or point of view from one paragraph to another within a series of paragraphs

Oral reading of compositions; Expansion by Paragraphing; Outlining; The Framed Paragraph; Sentence Reduction; Movability

Same as 24

Oral reading of compositions; Expansion by Paragraphing; Outlining; The Framed Paragraph; Sentence Reduction; Movability

Oral reading of compositions; Expansion by Paragraphing; Outlining; The Framed Paragraph

Oral reading of compositions; Expansion by Paragraphing; Outlining; The Framed Paragraph; Sentence Reduction; Movability

Oral reading of compositions; Expansion by Paragraphing; Outlining; The Framed Paragraph; Movability

Oral reading of compositions; Expansion by Paragraphing; Outlining; The Framed Paragraph; Movability

Oral reading of compositions; Expansion by Paragraphing; Outlining; Sentence Reduction; Embedding

Punctuation

32. Use of appropriate end-punctuation
33. Use of appropriate internal punctuation
34. Correct Spelling

Oral reading of compositions; Sentence Synthesis; The Framed Paragraph; Slotting - The Basic Sentences; The Interrogative Sentence; The Imperative Sentence; The Exclamatory Sentence

Oral reading of compositions; Sentence Synthesis; The Framed Paragraph; Slotting (Noun Phrases, Clauses, Prepositional Phrases, Appositives, Verbal Phrases); Expansion (by Modification, by Duplication); Movability; The Inverted Sentence; Embedding

Same as for 4 (except for Oral reading of composition)

DIAGNOSTIC GRID SHEET

Teacher _____ Grade _____		Students' Name																			
School _____ Date _____																					
VOCABULARY DEVELOPMENT																					
1. Varied...language																					
2. Vivid...language																					
3. ...figurative...language																					
4. ...reinforcement...new words																					
5. Clear...usage																					
6. ...superfluous language																					
MORPHOLOGY (Proper Grammatical Usage)																					
7. ...suffixes...verb forms																					
8. ...helping verbs																					
9. ...agreement																					
10. ...tense...mood																					
11. ...case																					
12. ...person																					
SENTENCE STRUCTURE																					
13. ...complete sentences																					
14. ...run-on sentences																					
15. Ample...varied...modifiers																					
16. ...misplaced...dangling modifiers																					
17. ...parallelism																					
18. ...sentence-openings																					
19. ...sentence types																					
a. ...patterns																					
b. ...decl., interr., imper...																					
c. exclamatory																					
d. ...simple, compl., compd...																					
20. ...Length of sentences																					
21. ...series																					
22. ...voice																					
23. ...mood																					
ORGANIZATION																					
24. ...paragraph																					
25. ...topic sentences																					
26. ...illustr. (support) sentences																					
27. ...conclusion																					
28. ...shifts in topic or point of view within para.																					
29. ...trans. devices within para.																					
30. Logical...series of paras.																					
31. ...shifts in topic or point of view within series																					
32. ...end punctuation																					
33. ...internal punctuation																					
34. ...spelling																					
OTHER																					
35.																					

"Developing Checklists"

The use of "Checklists" is an integral part of the ILA program where the students are being taught that writing is a form of communication and that it is their responsibility to see that they have communicated effectively. "Checklists" serve as the guidelines for students to follow during this process of written communication.

There are two types of "Checklists". One is a general list of helpful reminders related to the pre-writing, writing, and rewriting stages. The other contains more detailed information on specific improvement techniques that students have been taught in English class. It is recommended that the "General Checklist" be readily accessible to students during their writing activities. The "Improver Checklist" should be developed with the students in each English class. The English teacher could then share this cumulative list with the other teachers on the team, so that students will be reminded to use all the techniques in all their writing assignments.

A possible "General Checklist" is included here. It should be revised during the year based on suggestions from the teaching staff.

Ideas for the development of the "Improver Checklists" have been included along with the description of each technique. The content and format of these checklists must also be examined during the year.

POSSIBLE GENERAL CHECKLISTS

Pre-Writing

- () Make sure you understand the task.
- () Plan your work first. Make sure you do what's supposed to be done.
- () Think about your "audience".
- () Develop your Q.A.D. outline.

POSSIBLE GENERAL CHECKLISTS
Continued

Writing

- () Start your first copy.
- () Leave plenty of room for changes.
- () Follow your outline, but feel free to change if necessary.
- () Read your work aloud a few times to hear how it sounds.

Re-Writing

- () Try some of your special "Improver" techniques such as "Slotting" and "Expansion".
- () Make sure you have a variety of sentence lengths, sentence structure, and sentence beginnings.
- () Make sure all your sentences are properly punctuated and that your words are capitalized where necessary.
- () Make sure your subjects and verbs agree in number.
- () Check your spelling.
- () Read your work aloud to someone.

II. E. Sample Writing Activities

As the year progresses and ILA techniques are being tried out, it would be beneficial to the overall program if samples of the students' work using ILA were collected in this section. There will be an ongoing need to share ideas and activities, as well as problems and solutions, during the development of a complete writing program.